

SOCIAL SCIENCE

STATE GOALS/STANDARDS/BENCHMARKS--
 LOCAL GOALS/OUTCOMES/OBJECTIVES
 LINKING ORGANIZER

EARLY ELEMENTARY

KEY
2--Indicates Strong Link
1--Indicates Moderate Link
0--Indicates No Link

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
Goal 14: Understand political systems, with an emphasis on the United States.				
A. Understand and explain basic principles of the United States government.				
14.A.1 Describe the fundamental principles of government including representative government, government of law, individual rights and the common good.				
B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.				
14.B.1 Identify the different levels of government as local, state and national.				
C. Understand election processes and responsibilities of citizens.				
14.C.1 Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others.				
D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.				
14.D.1 Identify the roles of civic leaders (e.g., elected leaders, public service leaders).				
E. Understand United States foreign policy as it relates to other nations and international issues.				
14.E.1 Identify relationships that the federal government establishes with other nations.				
F. Understand the development of United States political ideas and traditions.				
14.F.1 Describe political ideas and traditions important to the development of the United States including democracy, individual rights and the concept of freedom.				
Goal 15: Understand economic systems, with an emphasis on the United States.				
A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.				
15.A.1a Identify advantages and disadvantages of different ways to distribute goods and services.				
15.A.1b Describe how wages/salaries can be earned in exchange for work.				
B. Understand that scarcity necessitates choices by consumers.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
15.B.1 Explain why consumers must make choices.				
C. Understand that scarcity necessitates choices by producers.				
15.C.1a Describe how human, natural and capital resources are used to produce goods and services.				
15.C.1b Identify limitations in resources that force producers to make choices about what to produce.				
D. Understand trade as an exchange of goods or services.				
15.D.1a Demonstrate the benefits of simple voluntary exchanges.				
15.D.1b Know that barter is a type of exchange and that money makes exchange easier.				
E. Understand the impact of government policies and decisions on production and consumption in the economy.				
15.E.1 Identify goods and services provided by government.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
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Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.				
HISTORICAL ERAS Local, State and United States History (US) <ul style="list-style-type: none"> •Early history in the Americas to 1620 •Colonial history and settlement to 1763 •The American Revolution and early national period to 1820s •National expansion from 1815 to 1850 •The Civil War and Reconstruction from 1850 to 1877 •Development of the industrial United States from 1865 to 1914 •The emergence of the United States as a world power from 1890 to 1920 •Prosperity, depression, the New Deal and World War II from 1920 to 1945 •Post World War II and the Cold War from 1945 to 1968 •Contemporary United States from 1968 to present World History (W) <ul style="list-style-type: none"> •Prehistory to 2000 BCE •Early civilizations, nonwestern empires, and tropical civilizations •The rise of pastoral peoples to 1000 BCE •Classical civilizations from 1000 BCE to 500 CE •Fragmentation and interaction of civilizations from 500 to 1100 CE •Centralization of power in different regions from 1000 to 1500 CE •Early modern world from 1450 to 1800 •Global unrest, change and revolution from 1750 to 1850 •Global encounters and imperialism and their effects from 1850 to 1914 •The twentieth century to 1945 •The contemporary world from 1945 to the present 				
A. Apply the skills of historical analysis and interpretation.				
16.A.1a Explain the difference between past, present and future time; place themselves in time.				
16.A.1b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).				
16.A.1c Describe how people in different times and places viewed the world in different ways.				
B. Understand the development of significant political events.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
16.B.1a (US) Identify key individuals and events in the development of the local community (e.g., Founders days, names of parks, streets, public buildings).				
16.B.1b (US) Explain why individuals, groups, issues and events are celebrated with local, state or national holidays or days of recognition (e.g., Lincoln's Birthday, Martin Luther King's Birthday, Pulaski Day, Fourth of July, Memorial Day, Labor Day, Veterans' Day, Thanksgiving).				
16.B.1 (W) Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.				
C. Understand the development of economic systems.				
16.C.1a (US) Describe how Native American people in Illinois engaged in economic activities with other tribes and traders in the region prior to the Black Hawk War.				
16.C.1b (US) Explain how the economy of the students' local community has changed over time.				
16.C.1a (W) Identify how people and groups in the past made economic choices (e.g., crops to plant, products to make, products to trade) to survive and improve their lives.				
16.C.1b (W) Explain how trade among people brought an exchange of ideas, technology and language.				
D. Understand Illinois, United States and world social history.				
16.D.1 (US) Describe key figures and organizations (e.g., fraternal/civic organizations, public service groups, community leaders) in the social history of the local community.				
16.D.1 (W) Identify how customs and traditions from around the world influence the local community.				
E. Understand Illinois, United States and world environmental history.				
16.E.1 (US) Describe how the local environment has changed over time.				
16.E.1 (W) Compare depictions of the natural environment that are found in myths, legends, folklore and traditions.				
Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.				
A. Locate, describe and explain places, regions and features on the Earth.				

STATE GOALS/ STANDARDS/BENCHMARKS		LOCAL GOALS/ OUTCOMES/OBJECTIVES		
		2	1	0
17.A.1a	Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).			
17.A.1b	Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.			
B. Analyze and explain characteristics and interactions of the Earth's physical systems.				
17.B.1a	Identify components of the Earth's physical systems.			
17.B.1b	Describe physical components of ecosystems.			
C. Understand relationships between geographic factors and society.				
17.C.1a	Identify ways people depend on and interact with the physical environment (e.g., farming, fishing, hydroelectric power).			
17.C.1b	Identify opportunities and constraints of the physical environment.			
17.C.1c	Explain the difference between renewable and nonrenewable resources.			
D. Understand the historical significance of geography.				
17.D.1	Identify changes in geographic characteristics of a local region (e.g., town, community).			
Goal 18: Understand social systems, with an emphasis on the United States.				
A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.				
18.A.1	Identify folklore from different cultures which became part of the heritage of the United States.			
B. Understand the roles and interactions of individuals and groups in society.				
18.B.1a	Compare the roles of individuals in group situations (e.g., student, committee member, employee/employer).			
18.B.1b	Identify major social institutions in the community.			
C. Understand how social systems form and develop over time.				
18.C.1	Describe how individuals interacted within groups to make choices regarding food, clothing and shelter.			

SOCIAL SCIENCE

STATE GOALS/STANDARDS/BENCHMARKS--
 LOCAL GOALS/OUTCOMES/OBJECTIVES
 LINKING ORGANIZER

LATE ELEMENTARY

KEY
2--Indicates Strong Link
1--Indicates Moderate Link
0--Indicates No Link

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
Goal 14: Understand political systems, with an emphasis on the United States.				
A. Understand and explain basic principles of the United States government.				
14.A.2 Explain the importance of fundamental concepts expressed and implied in major documents including the Declaration of Independence, the United States Constitution and the Illinois Constitution.				
B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.				
14.B.2 Explain what government does at local, state and national levels.				
C. Understand election processes and responsibilities of citizens.				
14.C.2 Describe and evaluate why rights and responsibilities are important to the individual, family, community, workplace, state and nation (e.g., voting, protection under the law).				
D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.				
14.D.2 Explain ways that individuals and groups influence and shape public policy.				
E. Understand United States foreign policy as it relates to other nations and international issues.				
14.E.2 Determine and explain the leadership role of the United States in international settings.				
F. Understand the development of United States political ideas and traditions.				
14.F.2 Identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices (e.g., freedom of speech, right to bear arms, slavery, voting rights).				
Goal 15: Understand economic systems, with an emphasis on the United States.				
A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.				

STATE GOALS/ STANDARDS/BENCHMARKS		LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
15.A.2a	Explain how economic systems decide what goods and services are produced, how they are produced and who consumes them.				
15.A.2b	Describe how incomes reflect choices made about education and careers.				
15.A.2c	Describe unemployment.				
B. Understand that scarcity necessitates choices by consumers.					
15.B.2a	Identify factors that affect how consumers make their choices.				
15.B.2b	Explain the relationship between the quantity of goods/services purchased and their price.				
15.B.2c	Explain that when a choice is made, something else is given up.				
C. Understand that scarcity necessitates choices by producers.					
15.C.2a	Describe the relationship between price and quantity supplied of a good or service.				
15.C.2b	Identify and explain examples of competition in the economy.				
15.C.2c	Describe how entrepreneurs take risks in order to produce goods or services.				
D. Understand trade as an exchange of goods or services.					
15.D.2a	Explain why people and countries voluntarily exchange goods and services.				
15.D.2b	Describe the relationships among specialization, division of labor, productivity of workers and interdependence among producers and consumers.				
E. Understand the impact of government policies and decisions on production and consumption in the economy.					
15.E.2a	Explain how and why public goods and services are provided.				
15.E.2b	Identify which public goods and services are provided by differing levels of government.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
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Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.				
HISTORICAL ERAS Local, State and United States History (US) <ul style="list-style-type: none"> •Early history in the Americas to 1620 •Colonial history and settlement to 1763 •The American Revolution and early national period to 1820s •National expansion from 1815 to 1850 •The Civil War and Reconstruction from 1850 to 1877 •Development of the industrial United States from 1865 to 1914 •The emergence of the United States as a world power from 1890 to 1920 •Prosperity, depression, the New Deal and World War II from 1920 to 1945 •Post World War II and the Cold War from 1945 to 1968 •Contemporary United States from 1968 to present World History (W) <ul style="list-style-type: none"> •Prehistory to 2000 BCE •Early civilizations, nonwestern empires, and tropical civilizations •The rise of pastoral peoples to 1000 BCE •Classical civilizations from 1000 BCE to 500 CE •Fragmentation and interaction of civilizations from 500 to 1100 CE •Centralization of power in different regions from 1000 to 1500 CE •Early modern world from 1450 to 1800 •Global unrest, change and revolution from 1750 to 1850 •Global encounters and imperialism and their effects from 1850 to 1914 •The twentieth century to 1945 •The contemporary world from 1945 to the present 				
A. Apply the skills of historical analysis and interpretation.				
16.A.2a Read historical stories and determine events which influenced their writing.				
16.A.2b Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.				
16.A.2c Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.				
B. Understand the development of significant political events.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
16.B.2a (US) Describe how the European colonies in North America developed politically.				
16.B.2b (US) Identify major causes of the American Revolution and describe the consequences of the Revolution through the early national period, including the roles of George Washington, Thomas Jefferson and Benjamin Franklin.				
16.B.2c (US) Identify presidential elections that were pivotal in the formation of modern political parties.				
16.B.2d (US) Identify major political events and leaders within the United States historical eras since the adoption of the Constitution, including the westward expansion, Louisiana Purchase, Civil War, and 20th century wars as well as the roles of Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt.				
16.B.2a (W) Describe the historical development of monarchies, oligarchies and city-states in ancient civilizations.				
16.B.2b (W) Describe the origins of Western political ideas and institutions (e.g. Greek democracy, Roman republic, Magna Carta and Common Law, the Enlightenment).				
C. Understand the development of economic systems.				
16.C.2a (US) Describe how slavery and indentured servitude influenced the early economy of the United States.				
16.C.2b (US) Explain how individuals, including John Deere, Thomas Edison, Robert McCormack, George Washington Carver and Henry Ford, contributed to economic change through ideas, inventions and entrepreneurship.				
16.C.2c (US) Describe significant economic events including industrialization, immigration, the Great Depression, the shift to a service economy and the rise of technology that influenced history from the industrial development era to the present.				
16.C.2a (W) Describe the economic consequences of the first agricultural revolution, 4000 BCE-1000 BCE.				
16.C.2b (W) Describe the basic economic systems of the world's great civilizations including Mesopotamia, Egypt, Aegean/Mediterranean and Asian civilizations, 1000 BCE - 500 CE.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
16.C.2c (W) Describe basic economic changes that led to and resulted from the manorial agricultural system, the industrial revolution, the rise of the capitalism and the information/communication revolution.				
D. Understand Illinois, United States and world social history.				
16.D.2a (US) Describe the various individual motives for settling in colonial America.				
16.D.2b (US) Describe the ways in which participation in the westward movement affected families and communities.				
16.D.2c (US) Describe the influence of key individuals and groups, including Susan B. Anthony/suffrage and Martin Luther King, Jr./civil rights, in the historical eras of Illinois and the United States.				
16.D.2 (W) Describe the various roles of men, women and children in the family, at work, and in the community in various time periods and places (e.g., ancient Rome, Medieval Europe, ancient China, Sub-Saharan Africa).				
E. Understand Illinois, United States and world environmental history.				
16.E.2a (US) Identify environmental factors that drew settlers to the state and region.				
16.E.2b (US) Identify individuals and events in the development of the conservation movement including John Muir, Theodore Roosevelt and the creation of the National Park System.				
16.E.2c (US) Describe environmental factors that influenced the development of transportation and trade in Illinois.				
16.E.2a (W) Describe how people in hunting and gathering and early pastoral societies adapted to their respective environments.				
16.E.2b (W) Identify individuals and their inventions (e.g., Watt/steam engine, Nobel/TNT, Edison/electric light) which influenced world environmental history.				
Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.				
A. Locate, describe and explain places, regions and features on the Earth.				
17.A.2a Compare the physical characteristics of places including soils, land forms, vegetation, wildlife, climate, natural hazards.				
17.A.2b Use maps and other geographic representations and instruments to gather information about people, places and environments.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
B. Analyze and explain characteristics and interactions of the Earth's physical systems.				
17.B.2a Describe how physical and human processes shape spatial patterns including erosion, agriculture and settlement.				
17.B.2b Explain how physical and living components interact in a variety of ecosystems including desert, prairie, flood plain, forest, tundra.				
C. Understand relationships between geographic factors and society.				
17.C.2a Describe how natural events in the physical environment affect human activities.				
17.C.2b Describe the relationships among location of resources, population distribution and economic activities (e.g., transportation, trade, communications).				
17.C.2c Explain how human activity affects the environment.				
D. Understand the historical significance of geography.				
17.D.2a Describe how physical characteristics of places influence people's perceptions and their roles in the world over time.				
17.D.2b Identify different settlement patterns in Illinois and the United States and relate them to physical features and resources.				
Goal 18: Understand social systems, with an emphasis on the United States.				
A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.				
18.A.2 Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture.				
B. Understand the roles and interactions of individuals and groups in society.				
18.B.2a Describe interactions of individuals, groups and institutions in situations drawn from the local community (e.g., local response to state and national reforms).				
18.B.2b Describe the ways in which institutions meet the needs of society.				
C. Understand how social systems form and develop over time.				
18.C.2 Describe how changes in production (e.g., hunting and gathering, agricultural, industrial) and population caused changes in social systems.				

SOCIAL SCIENCE

STATE GOALS/STANDARDS/BENCHMARKS--
 LOCAL GOALS/OUTCOMES/OBJECTIVES
 LINKING ORGANIZER

MIDDLE/JUNIOR HIGH SCHOOL

KEY
2--Indicates Strong Link
1--Indicates Moderate Link
0--Indicates No Link

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
Goal 14: Understand political systems, with an emphasis on the United States.				
A. Understand and explain basic principles of the United States government.				
14.A.3 Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.				
B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.				
14.B.3 Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.				
C. Understand election processes and responsibilities of citizens.				
14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.				
D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.				
14.D.3 Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media).				
E. Understand United States foreign policy as it relates to other nations and international issues.				
14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).				
F. Understand the development of United States political ideas and traditions.				
14.F.3a Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
14.F.3b Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.				
Goal 15: Understand economic systems, with an emphasis on the United States.				
A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.				
15.A.3a Explain how market prices signal producers about what, how and how much to produce.				
15.A.3b Explain the relationship between productivity and wages.				
15.A.3c Describe the relationship between consumer purchases and businesses paying for productive resources.				
15.A.3d Describe the causes of unemployment (e.g., seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending).				
B. Understand that scarcity necessitates choices by consumers.				
15.B.3a Describe the “market clearing price” of a good or service.				
15.B.3b Explain the effects of choice and competition on individuals and the economy as a whole.				
C. Understand that scarcity necessitates choices by producers.				
15.C.3 Identify and explain the effects of various incentives to produce a good or service.				
D. Understand trade as an exchange of goods or services.				
15.D.3a Explain the effects of increasing and declining imports and exports to an individual and to the nation’s economy as a whole.				
15.D.3b Explain how comparative advantage forms the basis for specialization and trade among nations.				
15.D.3c Explain how workers can affect their productivity through training and by using tools, machinery and technology.				
E. Understand the impact of government policies and decisions on production and consumption in the economy.				
15.E.3a Identify the types of taxes levied by differing levels of governments (e.g., income tax, sales tax, property tax).				
15.E.3b Explain how laws and government policies (e.g., property rights, contract enforcement, standard weights/measurements) establish rules that help a market economy function effectively.				

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Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.				
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A. Apply the skills of historical analysis and interpretation.				
16.A.3a Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).				
16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.				
16.A.3c Identify the differences between historical fact and interpretation.				
B. Understand the development of significant political events.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
16.B.3a (US) Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period.				
16.B.3b (US) Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution.				
16.B.3c (US) Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.				
16.B.3d (US) Describe ways in which the United States developed as a world political power.				
16.B.3a (W) Compare the political characteristics of Greek and Roman civilizations with non-Western civilizations, including the early Han dynasty and Gupta empire, between 500 BCE and 500 CE.				
16.B.3b (W) Identify causes and effects of the decline of the Roman empire and other major world political events (e.g., rise of the Islamic empire, rise and decline of the T'ang dynasty, establishment of the kingdom of Ghana) between 500 CE and 1500 CE.				
16.B.3c (W) Identify causes and effects of European feudalism and the emergence of nation states between 500 CE and 1500 CE.				
16.B.3d (W) Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.				
C. Understand the development of economic systems.				
16.C.3a (US) Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.				
16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.				
16.C.3c (US) Describe how economic developments and government policies after 1865 affected the country's economic institutions including corporations, banks and organized labor.				
16.C.3a (W) Describe major economic trends from 1000 to 1500 CE including long distance trade, banking, specialization of labor, commercialization, urbanization and technological and scientific progress.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
16.C.3b (W) Describe the economic systems and trade patterns of North America, South America and Mesoamerica before the encounter with the Europeans.				
16.C.3c (W) Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500 - present.				
D. Understand Illinois, United States and world social history.				
16.D.3a (US) Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.				
16.D.3b (US) Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century.				
16.D.3 (W) Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.				
E. Understand Illinois, United States and world environmental history.				
16.E.3a (US) Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818.				
16.E.3b (US) Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.				
16.E.3c (US) Describe the impact of urbanization and suburbanization, 1850 - present, on the environment.				
16.E.3a (W) Describe how the people of the Huang He, Tigris-Euphrates, Nile and Indus river valleys shaped their environments during the agricultural revolution, 4000 - 1000 BCE.				
16.E.3b (W) Explain how expanded European and Asian contacts affected the environment of both continents, 1000 BCE - 1500 CE.				
Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.				
A. Locate, describe and explain places, regions and features on the Earth.				
17.A.3a Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).				

STATE GOALS/ STANDARDS/BENCHMARKS		LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
17.A.3b	Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images.				
B. Analyze and explain characteristics and interactions of the Earth's physical systems.					
17.B.3a	Explain how physical processes including climate, plate tectonics, erosion, soil formation, water cycle, and circulation patterns in the ocean shape patterns in the environment and influence availability and quality of natural resources.				
17.B.3b	Explain how changes in components of an ecosystem affect the system overall.				
C. Understand relationships between geographic factors and society.					
17.C.3a	Explain how human activity is affected by geographic factors.				
17.C.3b	Explain how patterns of resources are used throughout the world.				
17.C.3c	Analyze how human processes influence settlement patterns including migration and population growth.				
D. Understand the historical significance of geography.					
17.D.3a	Explain how and why spatial patterns of settlement change over time.				
17.D.3b	Explain how interactions of geographic factors have shaped present conditions.				
Goal 18: Understand social systems, with an emphasis on the United States.					
A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.					
18.A.3	Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.				
B. Understand the roles and interactions of individuals and groups in society.					
18.B.3a	Analyze how individuals and groups interact with and within institutions (e.g., educational, military).				
18.A.3b	Explain how social institutions contribute to the development and transmission of culture.				
C. Understand how social systems form and develop over time.					
18.C.3a	Describe ways in which a diverse U.S. population has developed and maintained common beliefs (e.g., life, liberty and the pursuit of happiness; the Constitution and the Bill of Rights).				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
18.C.3b Explain how diverse groups have contributed to U.S. social systems over time.				

SOCIAL SCIENCE

STATE GOALS/STANDARDS/BENCHMARKS--
 LOCAL GOALS/OUTCOMES/OBJECTIVES
 LINKING ORGANIZER

EARLY HIGH SCHOOL

KEY
2--Indicates Strong Link
1--Indicates Moderate Link
0--Indicates No Link

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
Goal 14: Understand political systems, with an emphasis on the United States.				
A. Understand and explain basic principles of the United States government.				
14.A.4 Analyze how local, state and national governments serve the purposes for which they were created.				
B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.				
14.B.4 Compare the political systems of the United States to other nations.				
C. Understand election processes and responsibilities of citizens.				
14.C.4 Describe the meaning of participatory citizenship (e.g., volunteerism, voting) at all levels of government and society in the United States.				
D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.				
14.D.4 Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policies.				
E. Understand United States foreign policy as it relates to other nations and international issues.				
14.E.4 Analyze historical trends of United States foreign policy (e.g., emergence as a world leader - military, industrial, financial).				
F. Understand the development of United States political ideas and traditions.				
14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).				
14.F.4b Describe how United States' political ideas, practices and technologies have extended rights for Americans in the 20 th century (e.g., suffrage, civil rights, motor-voter registration).				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
Goal 15: Understand economic systems, with an emphasis on the United States.				
A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.				
15.A.4a Explain how national economies vary in the extent that government and private markets help allocate goods, services and resources.				
15.A.4b Describe Gross Domestic Product (GDP).				
15.A.4c Analyze the impact of inflation on an individual and the economy as a whole.				
15.A.4d Explain the effects of unemployment on the economy.				
B. Understand that scarcity necessitates choices by consumers.				
15.B.4a Explain the costs and benefits of making consumer purchases through differing means (e.g., credit, cash).				
15.B.4b Analyze the impact of current events (e.g., weather/natural disasters, wars) on consumer prices.				
C. Understand that scarcity necessitates choices by producers.				
15.C.4a Analyze the impact of political actions and natural phenomena (e.g., wars, legislation, natural disaster) on producers and production decisions.				
15.C.4b Explain the importance of research, development, invention, technology and entrepreneurship to the United States economy.				
D. Understand trade as an exchange of goods or services.				
15.D.4a Explain the meaning and importance of “balance of trade” and how trade surpluses and deficits between nations are determined.				
15.D.4b Describe the relationships between the availability and price of a nation’s resources and its comparative advantage in relation to other nations.				
15.D.4c Describe the impact of worker productivity (output per worker) on business, the worker and the consumer.				
E. Understand the impact of government policies and decisions on production and consumption in the economy.				
15.E.4a Explain why government may intervene in a market economy.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
15.E.4b Describe social and environmental benefits and consequences of production and consumption.				
15.E.4c Analyze the relationship between a country's science/technology policies and its level and balance of trade.				
Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.				
HISTORICAL ERAS Local, State and United States History (US) <ul style="list-style-type: none"> •Early history in the Americas to 1620 •Colonial history and settlement to 1763 •The American Revolution and early national period to 1820s •National expansion from 1815 to 1850 •The Civil War and Reconstruction from 1850 to 1877 •Development of the industrial United States from 1865 to 1914 •The emergence of the United States as a world power from 1890 to 1920 •Prosperity, depression, the New Deal and World War II from 1920 to 1945 •Post World War II and the Cold War from 1945 to 1968 •Contemporary United States from 1968 to present World History (W) <ul style="list-style-type: none"> •Prehistory to 2000 BCE •Early civilizations, nonwestern empires, and tropical civilizations •The rise of pastoral peoples to 1000 BCE •Classical civilizations from 1000 BCE to 500 CE •Fragmentation and interaction of civilizations from 500 to 1100 CE •Centralization of power in different regions from 1000 to 1500 CE •Early modern world from 1450 to 1800 •Global unrest, change and revolution from 1750 to 1850 •Global encounters and imperialism and their effects from 1850 to 1914 •The twentieth century to 1945 •The contemporary world from 1945 to the present 				
A. Apply the skills of historical analysis and interpretation.				
16.A.4a Analyze and report historical events to determine cause-and-effect relationships.				
16.A.4b Compare competing historical interpretations of an event.				
B. Understand the development of significant political events.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
16.B.4 (US) Identify political ideas that have dominated United States historical eras (e.g., Federalist, Jacksonian, Progressivist, New Deal, New Conservative).				
16.B.4a (W) Identify political ideas that began during the Renaissance and the Enlightenment and that persist today (e.g., church/state relationships).				
16.B.4b (W) Identify political ideas from the early modern historical era to the present which have had worldwide impact (e.g., nationalism/Sun Yat-Sen, non-violence/Ghandi, independence/Kenyatta).				
C. Understand the development of economic systems.				
16.C.4a (US) Explain how trade patterns developed between the Americas and the rest of the global economy, 1500 - 1840.				
16.C.4b (US) Analyze the impact of westward expansion on the United States economy.				
16.C.4c (US) Describe how American economic institutions were shaped by industrialists, union leaders and groups including Southern migrants, Dust Bowl refugees, agricultural workers from Mexico and female workers since 1914.				
16.C.4a (W) Describe the growing dominance of American and European capitalism and their institutions after 1500.				
16.C.4b (W) Compare socialism and communism in Europe, America, Asia and Africa after 1815 CE.				
16.C.4c (W) Describe the impact of key individuals/ideas from 1500 - present, including Adam Smith, Karl Marx and John Maynard Keynes.				
16.C.4d (W) Describe how the maturing economies of Western Europe and Japan led to colonialism and imperialism.				
D. Understand Illinois, United States and world social history.				
16.D.4a (US) Describe the immediate and long-range social impacts of slavery.				
16.D.4b (US) Describe unintended social consequences of political events in United States history (e.g., Civil War/emancipation, National Defense Highway Act/decline of inner cities, Vietnam War/anti-government activity).				
16.D.4 (W) Identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
E. Understand Illinois, United States and world environmental history.				
16.E.4a (US) Describe the causes and effects of conservation and environmental movements in the United States, 1900 - present.				
16.E.4b (US) Describe different and sometimes competing views, as substantiated by scientific fact, that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation).				
16.E.4a (W) Describe how cultural encounters among peoples of the world (e.g., Colombian exchange, opening of China and Japan to external trade, building of Suez canal) affected the environment, 1500 - present.				
16.E.4b (W) Describe how migration has altered the world's environment since 1450.				
Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.				
A. Locate, describe and explain places, regions and features on the Earth.				
17.A.4a Use mental maps of physical features to answer complex geographic questions (e.g., how physical features have deterred or enabled migration).				
17.A.4b Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth.				
B. Analyze and explain characteristics and interactions of the Earth's physical systems.				
17.B.4a Explain the dynamic interactions within and among the Earth's physical systems including variation, productivity and constructive and destructive processes.				
17.B.4b Analyze trends in world demographics as they relate to physical systems.				
C. Understand relationships between geographic factors and society.				
17.C.4a Explain the ability of modern technology to alter geographic features and the impacts of these modifications on human activities.				
17.C.4b Analyze growth trends in selected urban areas as they relate to geographic factors.				
17.C.4c Explain how places with various population distributions function as centers of economic activity (e.g., rural, suburban, urban).				
D. Understand the historical significance of geography.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
17.D.4 Explain how processes of spatial change have affected human history (e.g., resource development and use, natural disasters).				
Goal 18: Understand social systems, with an emphasis on the United States.				
A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.				
18.A.4 Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies.				
B. Understand the roles and interactions of individuals and groups in society.				
18.B.4 Analyze various forms of institutions (e.g., educational, military, charitable, governmental).				
C. Understand how social systems form and develop over time.				
18.C.4a Analyze major cultural exchanges of the past (e.g., Colombian exchange, the Silk Road, the Crusades).				
18.C.4b Analyze major contemporary cultural exchanges as influenced by worldwide communications.				

SOCIAL SCIENCE

STATE GOALS/STANDARDS/BENCHMARKS--
 LOCAL GOALS/OUTCOMES/OBJECTIVES
 LINKING ORGANIZER

LATE HIGH SCHOOL

KEY
2--Indicates Strong Link
1--Indicates Moderate Link
0--Indicates No Link

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
Goal 14: Understand political systems, with an emphasis on the United States.				
A. Understand and explain basic principles of the United States government.				
4.A.5 Analyze ways in which federalism protects individual rights and promotes the common good and how at times has made it possible for states to protect and deny rights for certain groups.				
B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.				
14.B.5 Analyze similarities and differences among world political systems (e.g., democracy, socialism, communism).				
C. Understand election processes and responsibilities of citizens.				
14.C.5 Analyze the consequences of participation and non-participation in the electoral process (e.g., women's suffrage, voter registration, effects of media).				
D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.				
14.D.5 Interpret a variety of public policies and issues from the perspectives of different individuals and groups.				
E. Understand United States foreign policy as it relates to other nations and international issues.				
14.E.5 Analyze relationships and tensions among members of the international community.				
F. Understand the development of United States political ideas and traditions.				
14.F.5 Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights).				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
Goal 15: Understand economic systems, with an emphasis on the United States.				
A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.				
15.A.5a Explain the impact of various determinants of economic growth (e.g., investments in human/physical capital, research and development, technological change) on the economy.				
15.A.5b Analyze the impact of economic growth.				
15.A.5c Analyze the impact of various determinants on the levels of GDP (e.g., quantity/quality of natural/capital resources, size/skills of the labor force).				
15.A.5d Explain the comparative value of the Consumer Price Index (e.g., goods and services in one year with earlier or later periods).				
B. Understand that scarcity necessitates choices by consumers.				
15.B.5a Analyze the impact of changes in non-price determinants (e.g., changes in consumer income, changes in tastes and preferences) on consumer demand.				
15.B.5b Analyze how inflation and interest rates affect consumer purchasing power.				
15.B.5c Analyze elasticity as it applies to supply and demand and consumer decisions.				
C. Understand that scarcity necessitates choices by producers.				
15.C.5a Explain how competition is maintained in the United States economy and how the level of competition varies in differing market structures (e.g., monopoly, oligopoly, monopolistic and perfect competition).				
15.C.5b Explain how changes in non-price determinants of supply (e.g., number of producers) affect producer decisions.				
15.C.5c Explain how government intervention with market prices can cause shortages or surpluses of a good or service (e.g., minimum wage policies, rent freezes, farm subsidies).				
D. Understand trade as an exchange of goods or services.				
15.D.5a Explain how transaction costs affect decisions to produce or consume.				
15.D.5b Analyze why trade barriers and exchange rates affect the flow of goods and services among nations.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
15.D.5c Explain how technology has affected trade in the areas of transportation, communication, finance and manufacturing.				
E. Understand the impact of government policies and decisions on production and consumption in the economy.				
15.E.5a Explain how and why government redistributes income in the economy.				
15.E.5b Describe how fiscal, monetary and regulatory policies affect overall levels of employment, output and consumption.				
15.E.5c Describe key schools of thought (e.g., classical, Keynesian, monetarist, supply-side) and explain their impact on government policies.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
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Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.				
HISTORICAL ERAS Local, State and United States History (US) <ul style="list-style-type: none"> •Early history in the Americas to 1620 •Colonial history and settlement to 1763 •The American Revolution and early national period to 1820s •National expansion from 1815 to 1850 •The Civil War and Reconstruction from 1850 to 1877 •Development of the industrial United States from 1865 to 1914 •The emergence of the United States as a world power from 1890 to 1920 •Prosperity, depression, the New Deal and World War II from 1920 to 1945 •Post World War II and the Cold War from 1945 to 1968 •Contemporary United States from 1968 to present World History (W) <ul style="list-style-type: none"> •Prehistory to 2000 BCE •Early civilizations, nonwestern empires, and tropical civilizations •The rise of pastoral peoples to 1000 BCE •Classical civilizations from 1000 BCE to 500 CE •Fragmentation and interaction of civilizations from 500 to 1100 CE •Centralization of power in different regions from 1000 to 1500 CE •Early modern world from 1450 to 1800 •Global unrest, change and revolution from 1750 to 1850 •Global encounters and imperialism and their effects from 1850 to 1914 •The twentieth century to 1945 •The contemporary world from 1945 to the present 				
A. Apply the skills of historical analysis and interpretation.				
16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).				
16.A.5b Explain the tentative nature of historical interpretations.				
B. Understand the development of significant political events.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
16.B.5a (US) Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g., political parties' positions on government intervention in the economy).				
16.B.5b (US) Analyze how United States political history has been influenced by the nation's economic, social and environmental history.				
16.B.5a (W) Analyze worldwide consequences of isolated political events, including the events triggering the Napoleonic Wars and World Wars I and II.				
16.B.5b (W) Describe how tensions in the modern world are affected by different political ideologies including democracy and totalitarianism.				
16.B.5c (W) Analyze the relationship of an issue in world political history to the related aspects of world economic, social and environmental history.				
C. Understand the development of economic systems.				
16.C.5a (US) Analyze how and why the role of the United States in the world economy has changed since World War II.				
16.C.5b (US) Analyze the relationship between an issue in United States economic history and the related aspects of political, social and environmental history.				
16.C.5a (W) Explain how industrial capitalism became the dominant economic model in the world.				
16.C.5b (W) Describe how historical trends in population, urbanization, economic development and technological advancements have caused change in world economic systems.				
16.C.5c (W) Analyze the relationship between an issue in world economic history and the related aspects of political, social and environmental history.				
D. Understand Illinois, United States and world social history.				
16.D.5 (US) Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.				
16.D.5 (W) Analyze the relationship between an issue in world social history and the related aspects of political, economic and environmental history.				
E. Understand Illinois, United States and world environmental history.				

STATE GOALS/ STANDARDS/BENCHMARKS	LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
16.E.5a (US) Analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities.				
16.E.5b (US) Analyze the relationship between an issue in United States environmental history and the related aspects of political, economic and social history.				
16.E.5a (W) Analyze how technological and scientific developments have affected human productivity, human comfort and the environment.				
16.E.5b (W) Analyze the relationship between an issue in world environmental history and the related aspects of political, economic and social history.				
Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.				
A. Locate, describe and explain places, regions and features on the Earth.				
17.A.5 Demonstrate how maps, other geographic instruments and technologies are used to solve spatial problems (e.g., land use, ecological concerns).				
B. Analyze and explain characteristics and interactions of the Earth's physical systems.				
17.B.5 Analyze international issues and problems using ecosystems and physical geography concepts.				
C. Understand relationships between geographic factors and society.				
17.C.5a Compare resource management methods and policies in different regions of the world.				
17.C.5b Describe the impact of human migrations and increased urbanization on ecosystems.				
17.C.5c Describe geographic factors that affect cooperation and conflict among societies.				
D. Understand the historical significance of geography.				
17.D.5 Analyze the historical development of a current issue involving the interaction of people and geographic factors (e.g., mass transportation, changes in agricultural subsidies, flood control).				
Goal 18: Understand social systems, with an emphasis on the United States.				
A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.				

STATE GOALS/ STANDARDS/BENCHMARKS		LOCAL GOALS/ OUTCOMES/OBJECTIVES	2	1	0
18.A.5	Compare ways in which social systems are affected by political, environmental, economic and technological changes.				
B. Understand the roles and interactions of individuals and groups in society.					
18.B.5	Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience.				
C. Understand how social systems form and develop over time.					
18.C.5	Analyze how social scientists' interpretations of societies, cultures and institutions change over time.				